DOCUMENT RESUME

ED 131 890 JC 760 650

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TITLE Factors that Community College Students Look for in Instructors--A Study of Criteria Used in Teacher Selection.
PUB DATE 76
NOTE 117p.; Ed.D. Dissertation, Nova University

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *College Faculty; Community Colleges; *Effective Teaching; *Junior Colleges; Questionnaires; Student Attitudes; Student Evaluation of Teacher Performance; *Student Opinion; Student Teacher Relationship; *Teacher Characteristics

ABSTRACT

A study was conducted to determine the factors that students at Pensacola Junior College (Florida) look for in instructors as they attempt to choose "good" teachers in the process of registration for classes. Data for the study were obtained through the administration of an open-ended questionnaire to 345 students enrolled in day-time credit courses. A total of 1,894 factors were identified by those surveyed. These factors were subsequently collapsed into more general categories and subcategories for purposes of manageable analysis. The three most frequently identified important factors in choosing a good instructor were: (1) teacher is willing to help students; (2) what other students say about the teacher; and (3) teacher explains clearly so students can understand. Least frequently identified as important factors were: (1) size of class; (2) race of teacher; (3) teacher's rank; (4) geographic background of teacher; and (5) the location of the class. A profile of desirable instructor characteristics was constructed and is appended, as are an extensive bibliography, the survey instrument, and survey data in tabular form. (Author/JDS)

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FACTORS THAT COMMUNITY COLLEGE STUDENTS LOOK FOR IN INSTRUCTORS -- A STUDY OF CRITERIA USED IN TEACHER SELECTION

ED131890

VIRGINIA G. LEES

A MAJOR APPLIED RESEARCH PROJECT

PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1976

JC 760 650

ACKNOWLEDGMENTS

The writer would like to express her deepest appreciation to Dr. Harmon R. Fowler, who served as her MARP Advisor, and to Dr. Richard Bedics and Dr. Leland Medsker, who served as members of her doctoral committee.

Gratitude is expressed to Dr. Noojin Walker and Dr. Herbert Vandort for assistance in planning this study.

The writer would like to thank the cooperative group of teachers who administered the questionnaire in their classes, and the students who participated in this study.

Sincere appreciation is expressed to Dr. Lois Crooke, Dr. Hiram Smith, Ms. Martha Martin, and Ms. Lee Williamson for their assistance and support.

The writer would like to thank Nova University, the staff members involved in the community college program, and the outstanding group of lecturers who were instructors for the various modules. This group to whom gratitude is expressed includes Dr. Jane Matson, Dr. John Roueche, Dr. Dale Tillery, Dr. Bruce Tuckman, Dr. Sebastian Martorana, and Dr. Patsy Ceros-Livingston.

The writer expresses special thanks and appreciation to her husband, Richard, her daughter, Amanda, and her son, Mark, for their understanding, assistance, and affection throughout the period of her doctoral studies. Extra thanks go to Amanda for many hours of competent help.

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

ABSTRACT

FACTORS THAT COMMUNITY COLLEGE STUDENTS LOOK FOR IN INSTRUCTORS -- A STUDY OF CRITERIA USED IN TEACHER SELECTION

Virginia G. Lees

The purpose of this study was to determine the factors that students at Pensacola Junior College look for in instructors as they attempt to choose "good" teachers in the process of registration for classes. An open-ended questionnaire was used to collect 1,894 student responses from three hundred and forty-five students enrolled in college-credit, day-time classes at Pensacola Junior College. A degree of randomness was achieved by careful selection of representative classes of students who responded to the instrument.

Students were told that they were participating in a research project concerned with finding out more about the factors community college students look for as they try to select "good" teachers for their classes. They were then asked to respond to the following question: If you are registering to take a class and you find that several different teachers are available, what factors do you look for in the instructors in order to decide which instructor you would

rather have? They were told to list six factors that they look for in selecting an instructor.

Factors listed by students were transcribed, verbatim, to separate index cards. A thorough examination of the data revealed that the student responses could be classified into seventy small groupings, according to the factors listed, and that these small groupings (or sub-categories) could be placed in ten categories. The categories were defined and labeled to indicate the kinds of factors included in each.

Data were coded by using an adaptation of a procedure used by Bellack (1966) and Bedics (1970), in which two coders, trained in the use of the coding system, coded the data independently. A third person, trained in the use of the coding system, served as an arbitrator, settling disagreements that occurred between the first and second coders. Disputes occurred in less than four percent of all factors coded.

Twelve frequency distribution tables were prepared to present the data. The first table presented the fifteen factors listed most frequently by students by number and percent. The second table presented the data classified into ten categories of responses, listed by frequency of responses, by number and percent. The next ten tables presented separately data contained in each of the ten categories, listing the sub-categories of data contained in each category, by number and percent.

Results of the study indicated that the fifteen factors students listed most frequently, ranked in descending order of frequency, were: (1) Teacher is willing to help students; (2) What other students say about the teacher; (3) Teacher explains clearly so that students can understand; (4) Teacher makes class interesting; (5) Teacher cares about, and is interested in, students; (6) Teacher knows the subject; (7) Teacher is fair, impartial, and unprejudiced; (8) Teacher understands, has good attitude towards students; (9) Teacher respects students, is courteous and considerate; (10) Teacher's personality; (11) Teacher gets along well with students; (12) Teacher is open, honest and sincere; (13) Course requirements are reasonable; (14) Course is well organized and objectives are clear; (15) Fairness in grading.

When the student responses were placed in categories in order to examine the kinds of factors listed by the students, results indicated that the students most often considered factors concerned with the humanistic behavior of teachers. Categories of students responses, ranked by frequency, were: (1) Humanistic behavior of teachers; (2) Teacher's skills in presentation and mastery of subject; (3) Teacher's personality and related personal attributes; (4) Teacher's organization of course and methods of teaching; (5) Teacher's philosophy and practices concerning course evaluation; (6) Teacher's rating according to the campus "grapevine;" (7) Teacher's educational background and teaching

experience; (8) Class management by the teacher; (9) Social characteristics of the teacher; (10) Time class is taught, size of class, and location of class.

Recommendations were made to utilize the data collected in this study to improve the instructional program so that it conforms more closely to student expectations; to revise the evaluation form for student evaluation of faculty; and to assist the Department of Instructional Services in developing programs of inservice education for academic deans, department heads, and faculty.

TABLE OF CONTENTS

		Page
ACKNOWLEDGMENTS		ii
ABSTRACT		iii
LIST OF TABLES		ix
Chapter		
I.	INTRODUCTION	1
	THE PROBLEM	3
	Statement of the Problem	3
	Justification for the Study	3
	Limitations of the Study	9
	DEFINITION OF TERMS	10
	PROCEDURES	11
	Population and Sample	11
	Design	11
	Instrumentation	15
	Data Collection	16
	Data Analysis	17
II.	REVIEW OF RELATED RESEARCH	26
	SUMMARY	47
III.	PRESENTATION AND ANALYSIS OF DATA	48
	ORGANIZATION OF PRESENTATION	48
	PRESENTATION AND ANALYSIS	49
IV.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	81
	SUMMARY	81
	CONCLUSIONS	83
	RECOMMENDATIONS	87

Page

BIBLIOGRAPHY 94

APPENDIX A QUESTIONNAIRE 98
APPENDIX B TABLE 13 100
APPENDIX C A SUGGESTED CRITERIA PROFILE FOR INSTRUCTORS AT PENSACOLA JUNIOR COLLEGE 105

LIST OF TABLES

Table		Page
1.	Fifteen Factors Listed Most Frequently By Three Hundred and Forty-Five Students Who Were Asked to List the Factors They Look for When Trying to Select "Good" Teachers . .	51
2.	What Students Look for When Trying to Select "Good" Teachers: Factors That Students Listed Grouped in Categories	57
3.	Factors That Students Listed That Concerned Humanistic Behavior of Teachers	61
4.	Factors That Students Listed That Concern the Teacher's Skills in Presentation and Mastery of Subject	64
5.	Factors That Students Listed That Concern the Teacher's Personality and Related Personal Attributes	66
6.	Factors That Students Listed That Concern Teacher's Organization of Course and Methods of Teaching	68
7.	Factors That Students Listed That Concern Teacher's Philosophy and Practices Concerning Course Evaluation	71
8.	Factors That Students Listed Concerning Teacher's Rating According to the Campus "Grapevine"	73
9.	Factors That Students Listed Concerning Teacher's Educational Background and Teaching Experience	74
10.	Factors That Students Listed That Concern Class Management by the Teacher	76
11.	Factors That Students Listed Concerning the Social Characteristics of the Teacher	77

Table Page

12. Factors That Students Listed Concerning the Time the Class is Taught, Size of Class, and Location of Class 79

13. Tabulation of All Factors Listed By Three Hundred and Forty-Five Students Who Were Asked to List the Factors They Look For When Trying to Select "Good" Teachers for Their Classes, By Frequency 101

CHAPTER I

INTRODUCTION

There are indications at Pensacola Junior College that the instructional program is not meeting the needs of many students. Students complain of boring lectures, an impersonal classroom atmosphere, wasted class periods, instructors who "talk above their heads," and tests that appear unrelated to course requirements and classroom activities. They seem particularly bitter about norm-referenced evaluation, complaining loudly about teachers who "grade on the curve," thus permitting only a very small percentage of students to earn "A" and "B" grades.

Student dissatisfaction with instruction has been evidenced during the present school year by efforts of student leaders to establish a grievance committee to deal with student complaints against particular instructors. In addition, student leaders have attempted to gain access to the results of the annual faculty evaluation by students with the intent of publishing the student ratings of faculty. On a conservative campus in a conservative area, where the students' rights movement of the past decade provoked little change in the traditional governance structure of the College, these actions by students appear significant.

Further evidence that improvement is needed in the instructional program came last fall when the College was investigated by the Department of Health, Education, and Welfare. Poor academic performance records of minority students provoked this investigation.

It seems apparent that student dissatisfaction with teachers and teaching exists at Pensacola Junior College and that improvements in the instructional program are needed. It seems apparent, also, that department heads, who have the primary responsibility for the selection of instructors and for directing the instructional programs, are not in touch with instructional needs as perceived by students. In a recent study of the criteria used by department heads in the selection of instructors, the researcher found indications that department heads tend to act on traditional assumptions about students, instructors, and instruction, and that they appear to have little awareness of the needs of students (Lees, 1975).

This information-gathering project was undertaken because no data that reveal student perceptions concerning the factors associated with good teaching were available at Pensacola Junior College. It is hoped that by providing the data collected in this study to department heads and other administrators with a responsibility for instruction, improvements will be made that will make the instructional program conform more closely with student expectations.

THE PROBLEM

Statement of the Problem

The purpose of this study was to determine the factors that students at Pensacola Junior College look for in instructors as they attempt to choose "good" teachers in the process of registering for classes.

The study attempted to answer the following questions:

(1) When asked to list the factors that they look for in instructors when trying to select "good" teachers for their classes in the process of registration, what factors will students list?

(2) What factors will students list most frequently when asked to list the factors they look for in instructors while trying to select "good" teachers for their classes in the process of registration.

Justification for the Study

It seems obvious that efforts to improve instruction at the community college should begin with students. It is the student who is the "consumer" of the educational product; the *raison d'etre* for the institution. It is the student who spends his energies and his hours in the classroom; it is the student who has the most to lose or to gain depending upon the quality of the instruction he receives. Surely, it is the student who knows the most about what he wants in instructors and instruction. Yet, research to determine and utilize student perceptions concerning the qualities, characteristics, or factors students look for in community college teachers has been limited, and efforts to establish criteria for teaching effectiveness appear frequently to have overlooked the student as

the source of information. It appeared to the writer that information should be gathered from students at the college under study before plans to improve instruction were formulated and before criteria for teaching effectiveness were developed.

Monroe (1972, p. 273), writing of the need to improve both the quality of community college instruction and the evaluation of instruction, said: "Probably the best, most competent judge of a teacher's competency to manage a learning experience is the student, even if we take into consideration the point that an eighteen or twenty-year old may be immature."

Wendell (in Runkel *et al*, 1972, p. 4) stated: "If American colleges and universities are to take teaching seriously, they must provide for student development; they must make the private needs and concerns of students a dominant thrust in their policy." Boyer (in Roueche and Herrscher, 1972, p. 187) stated that "students, unlike administrators or even teaching colleagues, have the opportunity to view the instructor in his day-to-day teaching activities and therefore should not be ignored as evaluators."

Pascal (1974, p. 227) argued for student evaluation of faculty as the logical basis for course improvement and emphasized the value of gathering student opinions for diagnostic purposes. He said: "It seems sensible that periodic feedback from students concerning our behavior as teachers could provide us valuable data for designing and revising our courses."

Gadzella (1974, p. 9) reported that faculty reaction has been varied when dissatisfied students resort to such measures as publications of guides which rate faculty performance and, sometimes, attitudes. She stated that "perhaps the most common reaction of faculty and administration is amazement that students are able to formulate that which their mentors have such great difficulty in constructing: a list of criteria by which competent, illuminating classroom instruction can be assessed."

Pensacola Junior College has no written college-wide criteria for the measurement of instructor effectiveness. The current Pensacola Junior College Faculty Handbook (1975-1976, p. 50) stated that "evidence of teaching effectiveness, professional growth, academic preparation and community service" will be considered when decisions concerning faculty promotions are made. No description or criteria that define teacher or teaching effectiveness are included in the Handbook or in other written College policy.

There appears to be a growing recognition among college personnel of the need for policy development concerning teacher and teaching effectiveness. A recently completed institutional self-study report prepared for the Commission on Colleges of the Southern Association of Colleges and Schools (Pensacola Junior College Self-Study Report Text, 1974-1976, p. 351) includes a suggestion that the Pensacola Junior College Faculty Handbook specify what is evidence of "teaching effectiveness as the principal criterion of promotion of faculty."

The Self-Study Report (1974-1976, p. 351), again, refers to the need for establishing teacher effectiveness criteria in a suggestion concerning annual evaluation of faculty. It contains a suggestion that "the criteria for evaluation of faculty continue to be studied and that development of criteria involve faculty as much as possible."

It is interesting to note that the Self-Study Report contains no recommendation to involve students in the development of criteria for faculty evaluation. The researcher viewed this as an indication that administration and faculty leaders involved in the college self-study are not in touch with student perceptions of instructional needs and that they are, perhaps, overlooking the student as an important source of information and, also, as the person for whom instruction should be planned. Data gathered in this study should increase faculty and administrative awareness and understanding of the students' instructional needs.

At Pensacola Junior College attitudes of college personnel concerning the instructional program appear to be predominantly traditional, reflecting the extremely conservative and somewhat rural values of the northwest Florida community in which the college is located. The traditional assumptions about teaching, teachers, and students that Herrscher (Roueche and Herrscher, 1973) and others have labeled invalid still appear to be accepted by many of the faculty at this community college (Lees, 1975).

Department heads at the College, who have major responsibility for the instructional program, appear, for the most part, to be subject-matter experts with traditional assumptions about teaching and about students. In 1975 the researcher completed a study of the criteria used by department heads in the hiring of new instructors. Department heads were asked in an open-ended questionnaire to list the factors they look for in applicants when in the process of selecting new instructors. Results indicated that a majority of department heads act on traditional assumptions about instructors, reflecting a belief that a person who "knows a field is a good teacher" (Dressel, 1963, p. 94). In hiring new instructors, department heads were most concerned with the applicant's possession of advanced academic degrees in specialized subject-matter areas. Department heads, for the most part, did not rank as important the applicant's possession of particular instructional skills, methods, and educational philosophies. Less than six percent of all department head responses were concerned with these areas (Lees, 1975).

Responses of department heads suggested that many department heads may lack awareness of new developments in learning theory and curriculum development that emphasize the importance of understanding the social characteristics of the student population. Data gathered in this study should increase department heads' awareness of student needs and contribute to their recognition that the students at

Pensacola Junior College are not "typical," traditional, four-year college students.

Although students at Pensacola Junior College, in recent years, have been given nominal representation on most college committees, there is little to suggest that student perceptions have been sought in decision-making concerning instructors or instruction. The only college-sanctioned opportunity for students to air their views about teachers and teaching is the annual student evaluation of faculty, which is carried out by department heads and other administrators concerned with the instructional program.

The instrument used at the present time to gather student ratings of particular instructors was designed by a committee composed of faculty and administration representatives. It is viewed widely as innocuous by students, faculty, and administrators. Since the instrument was designed by instructors and administrators, data collected will tend to rate faculty by criteria thought to be important to instructors and administrators. Data will not necessarily reveal the criteria perceived to be important by students.

One item of the faculty evaluation form now in use requests students to evaluate instruction in a particular course by assigning a grade of "A," "B," "C," "D," or "E," to indicate their overall reaction to the teaching of a particular course by a particular teacher. This procedure appears to be based on an assumption that

students can discriminate between good and bad instruction and that students have criteria by which they rate or measure teaching quality. No place is provided on the evaluation, however, for students to list the criteria they use to rate or measure teacher effectiveness. This study was intended to find out what these student criteria are. With this information available an evaluation form can be constructed that will use student criteria in the evaluation of faculty.

The writer believed that the evidence cited above supported the need for a study to determine the factors that students at Pensacola Junior College look for in instructors as they attempt to choose "good" teachers in the process of registering for classes. The information gathered in this project will be made available to all college personnel. It should contribute to an increased understanding of student instructional needs and concerns, and furnish data necessary for planning constructive change in the instructional program.

Limitations of the Study

Several limiting factors in this study need to be kept in mind in interpretation of the data.

No attempt was made in this study to determine if the community college where the data were gathered is a "typical" community college. It should be noted that the college is located in a conservative area of the southeastern region of the United States, and that its policy, personnel

and student body appear to reflect the conservative values of the community in which the college is located.

Subjects were limited to three hundred and forty-five students at one community college. Although a degree of randomness was achieved by careful selection of the sample, random selection of students who comprised the sample was not possible.

Random selection of instructors who administered the instrument was not possible. Although efforts were made to choose a heterogeneous group of instructor types, selection was limited to those who indicated a willingness to allow their classes to participate in the study.

Use of an open-ended questionnaire for data collection increases problems related to data quantification and coding reliability (Tuckman, 1972, p. 178). However, the author attempted to minimize this limitation by the use of a coding procedure utilized by Bellack (1966) and Bedics (1970), and by the following procedures recommended by Tuckman (1972, p. 218) to assure inter-coder reliability.

DEFINITION OF TERMS

The following terms are defined as they apply to this study:

Students is a term used in this paper to describe persons enrolled in daytime, college-credit classes on the main campus of Pensacola Junior College.

Factors is a term used to describe qualities, characteristics, qualifications, personal traits, methods, skills, philosophies, and/or other attributes of instructors.

Instrument is the term used to refer to the open-ended questionnaire used for the purpose of data-gathering.

Instructors, teachers, and faculty are terms used to describe persons employed as classroom instructors at Pensacola Junior College.

Several terms have been used interchangeably to denote high quality of teachers and high quality of teaching. These are: good teacher, good teaching; instructor effectiveness, effective instruction; teacher effectiveness, teaching effectiveness; instructor excellence, instructional excellence.

PROCEDURES

Population and Sample

This study involved community college students enrolled in daytime, college-credit classes on the main campus of Pensacola Junior College. The College has a total FTE (full-time equivalency) enrollment in excess of 9,500 students. It is located in northwest Florida in the southeastern region of the United States. Although the College still bears the name "junior college," its programs and purposes are those of a community college. Considerations for changing the name of the College to Pensacola Community College are underway.

The sample in this study was composed of three hundred and forty-five students enrolled in daytime, college-credit classes on the main campus of Pensacola Junior College during the second trimester of the 1975-76 school year.

Two hundred and fifty-six students in the sample group listed six factors per student on their instruments as they were requested to do, for a total of 1,536 factors. The other eighty-nine students who participated in the survey listed less than six factors per student, for a total of 374 factors. Factors listed by the eighty-nine students who listed less than six factors were included in the study because it was decided that the sample would be more representative if these factors were included. A total of 1,910 factors from three hundred and forty-five students were utilized in the study. Of these, sixteen factors were found to be worded in such an ambiguous way that the coders were unable to categorize them. These sixteen factors were, therefore, not included in the study, thus leaving a total of 1,894 student responses.

Random selection of classes that comprised the sample was not possible. The sample was obtained by requesting nine instructors to allow students in particular classes (which were specified by the researcher) to complete the research instrument during a regularly scheduled class period.

An attempt was made to select a heterogeneous group of instructors to administer the instrument to students in their classes. Care was taken to include faculty members who

differed in regard to age, sex, rank, degrees attained, teaching methods, and length of time at the College. Since random selection of instructors was not possible, the selection of instructors was limited by their willingness to agree to administer the instrument to their classes during a regular class period. Two instructors who were asked to participate in the study indicated that they preferred not to do so and did not participate in the study.

A degree of randomness was achieved by the careful selection of the classes of students which comprised the sample. The researcher attempted to obtain a representative sample by following the guidelines listed below in the selection of particular classes and class instructors.

(1) At least three classes of students (and a minimum of eighty-five students) were included in the study from each of the three schools that comprise the College (the School of Arts and Sciences, the School of Career Development, and the School of Health-Related Education).

(2) Classes which enrolled both entering and advanced students were included in the study so that the sample included potential dropouts and students who had successfully completed college courses. Two classes that registered advanced students were included in the study. Other classes selected were open to all students with no prerequisites required for enrollment.

(3) Classes required for graduation (freshman English and Social Science Survey) were included in the sample because they tend to enroll diverse and representative types of students.

(4) Classes were selected to include varied meeting hours and meeting days. Morning and afternoon classes were included. Classes meeting on a Monday-Wednesday-Friday and on a Tuesday-Thursday schedule were selected.

(5) An attempt was made to choose classes that tended to have enrollment of both male and female students. Classes selected that tended to have predominantly male enrollment (such as Drafting Technology) and classes that tended to have predominantly female enrollment (such as Dental Hygiene) were included in the sample in relatively equal numbers.

(6) Only college-credit classes meeting during daytime hours on the main campus were included in the sample. No night classes, off-campus classes, or non-credit classes were included in the sample.

(7) Classes taught by a variety of instructor types were included. Instructors selected included both males and females of varied ages with varied academic degrees (some with Ph.D. degrees, some with Ed.D. degrees, some with Masters degrees) were included.

Design

A survey technique was employed in this information-gathering project. Students were told that they were participating in a research project concerned with finding out more about the factors community college students look for as they try to select "good" teachers for their classes. They were then asked to respond to the following question:

> If you are registering to take a class and you find that several different instructors are available, what factors do you look for in the instructors in order to decide which instructors you would rather have? In the space provided below, list six factors you look for in selecting an instructor.

The instrument was administered to students at the first class meeting of the trimester. Data were gathered early in the term in order to minimize the possible bias that might be caused by the development of student loyalty toward the particular instructor who taught the class.

Procedures to assure anonymity of students were observed, thus encouraging candor of student responses.

Instrumentation

The goal of this study was to discover the factors that students look for in instructors as they attempt to select "good" teachers for their classes in the process of registration for classes. An open-ended questionnaire was used to collect unstructured responses from students. This instrument was chosen as best suited to the purpose of the study because it allowed greater response flexibility and less biasing of response (Tuckman, 1972, p. 190). It was

decided that a more structured questionnaire would influence student response and inhibit candid answers, thus defeating the main goal of the study. The instrument was constructed by the researcher for the proposed study. A copy of the instrument will be found in Appendix A.

A limited pilot study was carried out in two classes of Social Science Survey taught by the researcher during the summer term of 1975. The researcher determined that the open-ended questionnaire appeared to be clear to students, and that it solicited the kinds of information that the research study was designed to collect. The researcher found, however, that the procedure for administering the instrument needed to be revised in order to assure that student responses would not be influenced by the teachers administering the instrument. Therefore, written instructions for students were included on the instrument, and teachers administering the form were requested to read these instructions aloud to students.

Data Collection

Instructors whose classes participated in the study were asked to administer the instrument to students at the first class meeting of Term II. They were instructed to tell their students that they had been asked to participate in a study concerned with the improvement of teaching at community colleges. They were asked to request cooperation from students and to distribute the instruments. They were asked to read aloud to the students the instructions

printed at the top of the questionnaire. Instructors were requested not to give suggestions or use examples when reading the instructions to their students.

Instructors were requested to ask students to place their completed questionnaires on a desk in the middle of the room, where instructors would not be able to read student answers. Instructors were asked to place completed questionnaires in envelopes provided by the researcher.

The researcher picked up the completed responses on the same day as the first class meeting, thus assuring that instructors complied with the researcher's request to gather data on the first class meeting.

Data Analysis

Since the data consisted of unstructured responses, categories for coding were constructed after the data were collected. Coding after data collection has as its principal advantage greater care in establishing coder reliability (Tuckman, 1972, p. 218).

Factors listed on the completed questionnaires were transcribed verbatim to index cards, with one factor being transcribed on each card to promote ease in coding and tabulating. Sixteen responses by students were worded in such an ambiguous and imprecise way that they could not be coded. These responses were discarded.

After a thorough examination of the data, it was found that all of the student responses could be classified into seventy small groupings, according to factors

listed, and that these small groupings, or sub-categories, could be placed in the ten categories listed below. These categories were defined and labeled to indicate the kinds of factors included in each.

Categories and sub-categories used for coding are as follows:

(1) Humanistic Behavior of Teachers refers to those human elements which are evident in the relationship between a teacher and his students, and includes the factors of aware involvement, warmth and acceptance, amiability, openness, honesty, sincerity, fairness, respect, concern, and commitment to the students' welfare. Twelve sub-categories were included in this category:

(a) Teacher is willing to help students

(b) Teacher cares about, and is interested in, students

(c) Teacher understands, has good attitude towards students

(d) Teacher respects students, is courteous and considerate

(e) Teacher is fair, impartial, and unprejudiced

(f) Teacher is open, honest, and sincere

(g) Teacher gets along well with students

(h) Teacher is friendly

(i) Teacher is pleasant and nice

(j) Teacher is patient and kind-hearted

(k) Teacher gives encouragement

(l) Teacher is reliable

(2) Teacher's Personality and Related Personal Attributes is a category for factors pertaining to personal traits and characteristics of the teacher which are observable by students in a classroom situation. Factors included in this category concern the attributes of the classroom teacher as a person, as opposed to a subject-matter or methods expert. (Coders and the arbitrator could not conclude that students who listed "good personality" or "personality of teacher" were referring to humanistic personality traits. Therefore, these factors were placed in the category with personal attributes of the teacher.) Nine subcategories were included in this category:

(a) Teacher's personality

(b) Teacher's clarity of speech

(c) Teacher's appearance and dress

(d) Teacher's sense of humor

(e) Teacher's enjoyment of teaching

(f) Teacher's intellectual and creative capacities

(g) Teacher's interest in the subject

(h) Teacher's punctuality

(i) Miscellaneous personal attributes of teacher

(3) Teacher's Rating According to the Campus "Grapevine" is a category for factors concerning the informal evaluation of teachers by their students, other teachers, and counselors. Four sub-categories were included in this category:

(a) What other students say about the teacher

(b) What teachers say about the teacher

(c) What counselors say about the teacher

(d) What the student knows about the teacher from a previous class or contact

(4) Teacher's Educational Background and Teaching Experience is a category for factors concerning the teacher's degrees, colleges attended by the teacher, qualifications and competence in major field, and years of experience in teaching. Eight sub-categories were included in this category:

(a) Teacher's education

(b) Qualifications and competence of the teacher in his major field

(c) Colleges attended by the teacher

(d) Teacher's degrees

(e) Teaching experience

(f) Teaching experience at the college

(g) Teacher's rank

(h) Other courses taught at the college

(5) Social Characteristics of the Teacher is a category for the demographic factors of age, sex, race and geographic background. Four sub-categories were included in this category:

(a) Age of teacher

(b) Sex of teacher

(c) Race of teacher

(d) Geographic background of teacher

(6) Time Class is Taught, Size of Class, and Location of Class is a category for factors listed by students that do not pertain to teacher characteristics or attributes, but that influence the choices of students in the process of registering for classes. Three sub-categories were included in this category:

(a) Hour the class meets

(b) Size of the class

(c) Location of the class

(7) Teacher's Skills in Presentation and Mastery of Subject refers to the teacher's instructional skills, mastery of subject, preparation, ability to make the course interesting, ability to explain with clarity, and various efforts to promote student learning. Nine sub-categories were included in this category:

(a) Teacher knows the subject

(b) Teacher explains clearly so that students can understand

(c) Teacher makes class interesting

(d) Teacher has good teaching skills

(e) Teacher is thorough, sticks to subject

(f) Teacher allows questions

(g) Teacher is well prepared for class

(h) Teacher repeats explanations if necessary

(i) Teacher makes assignments clear

(8) Organization of Course and Methods of Teaching is a category for factors concerning organization of course and content, course requirements, learning objectives, and methods of instruction used by the instructor. Nine sub-categories were included in this category:

(a) Course is well organized and objectives are clear

(b) Course requirements are reasonable

(c) Material is up-to-date and related to students' world

(d) Flexible time schedule allows for individual differences among students

(e) Methods of teaching (mentioned as a general factor)

(f) Class discussion and student involvement is encouraged

(g) More than one approach to teaching is used

(h) Teacher is good lecturer

(i) Miscellaneous factors concerning organization of course and teaching methods

(9) Teacher's Philosophy and Practices Concerning Course Evaluation is a category for factors concerning the teacher's grading system, type and frequency of tests and other evaluations, fairness of tests and grading system, and considerations of the degree of "hardness" or "easiness" of the teacher. This category was divided into eight sub-categories:

(a) Fairness in grading

(b) Type of grading system used

(c) "Hardness" or "easiness" of the teacher

(d) Type of tests given

(e) Frequency of tests

(f) Tests are on material that has been covered

(g) Feedback given following tests

(h) Miscellaneous factors about testing and grading

(10) Class Management by the Teacher refers to the degree of formality of classes, creation of a good learning environment, teacher strictness, and teacher's flexibility concerning attendance policies and other regulations. This category was divided into four sub-categories:

(a) Teacher maintains an informal class

atmosphere

(b) Teacher establishes a good learning environment

(c) Teacher is strict when necessary and maintains students' respect

(d) Teacher is flexible about attendance and other school policies

Prior to the coding of the data, steps were taken to assure inter-coder reliability, using a procedure recommended by Tuckman (1972, p. 218). After training and practice trials in the use of the coding system, each member of the coding team coded, independently, three hundred and eighty-two of the verbatim responses, representing twenty percent of the data. Results showed 96 percent agreement among coders.

Data were coded by using an adaptation of a procedure used by Bellack (1966) in the coding of data reported in The Language of the Classroom. This method was followed, also, by Bedics (1970) in the coding of data in A Study of Self-Evaluations of Student Teachers Through the Use of Video Tape.

Headings of the categories and sub-categories were printed on cardboard signs and placed, in the appropriate order, on a large counter. Data were then coded by the researcher by placing each index card (on which a single student response had been copied) beneath the appropriate heading on the counter. Symbols (letters and numbers) were

then written on the back side of each card to designate how each card had been categorized and sub-categorized. Cards were then picked up, shuffled, and given to a colleague who was trained in the use of the coding system, for independent coding. The second coder did not look at the back of the card where the symbols had been written.

After the second coding, cards in each category and sub-category were checked to see if they had been coded the same way by the first and second coders. A third person, also trained in the use of the coding system, served as an arbitrator, settling any disagreements that occurred between the first and second coders. Disputes occurred in regard to less than four percent of all of the factors coded.

CHAPTER 2

REVIEW OF RELATED RESEARCH

The review of related research presented in this chapter will describe briefly selections from the vast quantity of studies concerned with characteristics of teacher effectiveness and will quote selected authorities regarding the widely varied quality of research and the present status of knowledge concerning teacher effectiveness and student evaluation of faculty. It will describe selected annotated bibliographies available to review the extensive literature concerned with teacher effectiveness. Research studies in which college students furnished information concerning the factors, attributes, qualifications or characteristics of effective teachers, judged to have a direct relationship to the present study, will be summarized individually.

The researcher found in reviewing the literature that the dividing lines were somewhat ambiguous and arbitrary between studies purportedly concerned with teacher characteristics and those concerned with teacher evaluation by students. No attempt was made, therefore, to classify the pertinent literature summarized in this chapter by any type of category system.

The literature concerned with factors related to teacher effectiveness is extensive, indicating a deep and long-lasting concern among educators. Ellena (1961, p. i) discussed this emphasis:

> Probably no aspect of public education has been discussed with greater frequency and with deeper concern than teacher competence--how to identify it, how to measure it, how to evaluate it, and how to remove obstacles to its achievement.

Ryans (1963) commented, also, on the quantity of research in the area of teacher effectiveness. He emphasized that studies reported in the literature vary widely in both content and quality.

Brawer (1968, p. 8) concluded that research studies of teacher characteristics which deal with teaching at the college level are difficult to analyze and that this research is often not well done and frequently is scanty. She stated that the studies which are technically best may deal with problems which are unimportant, while the important problems have not been studied scientifically. Brawer stated that little significant research has been done about the characteristics of community college teachers.

Cohen and Brawer (1972, p. 65) raised interesting questions concerning the relevance of earlier studies describing various perceptions of the college instructor. They suggested that, if earlier investigations were repeated, the views of college instructors revealed in the studies might be different. They expressed an opinion that the extreme pressures on institutions of higher education in the late 1960s would probably be revealed in changed perceptions concerning instructors.

Research by McKeachie (1969) indicated that student evaluations for developing a general measure for teacher

effectiveness in terms of student learning does not yield results as positive as one would hope. McKeachie and others pointed out, however, that instruction is a multidimentional process and that the techniques to measure the effectiveness of instruction must, accordingly, be multivariate. Considerations must be given to interactions between learner characteristics, various subject matters, and the effects of those interactions on many different types of educational objectives.

Erickson (cited by Pascal, 1974, p. 227) in a memorandum to the faculty at the University of Michigan, reported that if as many as twenty-five students rate a teacher, the results are as reliable as our better educational and mental tests. He concluded that students can and do discriminate between the teacher himself and the objectives and substance of a course.

Eagle (1975) reviewed recent research concerning student ratings of faculty and concluded that the majority of studies pointed to a positive relationship between student ratings and student learning.

Eagle (1975, p. 8) discussed validity of student ratings as follows:

> "Validity resides in the pattern of factors in variables contributing to the variance of the rating scores, and in the relationship of scores to external criteria. If a researcher can show that student ratings correlate well with desired and accepted criteria of teaching effectiveness, and that a substantial proportion of the rating variance is attributable to instructor differences, he has gone a long way to help

> interpret the meaning of a rating; that is, toward establishing validity. Greater interpretability (greater validity) would follow from studies aimed at establishing the contributions of rating variance from such factors as: course level, course elective or requirement status, student and instructor sex, student and instructor ethnic group, expected grade, class size or format, instructor rank and experience, etc. It is indeed encouraging that most studies of these factors have found only small contributions to rating variance from these sources. By contrast, Frey (1974) has shown that 44% of student rating variance can be attributed to instructor differences. It is only through such empirical studies that we will know, and court judges will know, whether or not a given student rating instrument is valid for purposes of decision making about personnel."

The extensive literature concerning teacher effectiveness is documented by a number of excellent annotated bibliographies. Selected bibliographies that cover major research studies completed prior to 1974 will be described briefly in the paragraphs that follow.

A one-hundred-and-eighteen-page bibliography by Domas and Tiedeman (1950) entitled Teacher Competence: An Annotated Bibliography, included one thousand titles concerned with teacher competence. This was planned as an exhaustive bibliography that attempted to include every major study of the relationship between teacher personality and teaching effectiveness reported in literature since 1890 (Harthern, 1968, p. 20).

A bibliography by Watters (1954) entitled Annotated Bibliography of Publications Related to Teacher Education included titles of studies beginning with 1948 and going

through 1953. More than ninety titles not included in the Domas and Tiedeman bibliography are found in Watters' list (Harthern, 1968, p. 20).

Gage's Handbook of Research on Teaching (1963) contains a review of one hundred and fifty references concerning teacher personality and teacher characteristics compiled by Getzels and Jackson. This list of references was selected by them from a longer list of 800 titles (Harthern, 1968, p. 21).

Another excellent bibliography published at about this same time was the thirty-six page bibliography compiled by Biddle and Ellena (1964) and included in their book entitled Contemporary Research on Teacher Effectiveness.

These bibliographies provide some record of the extensive research concerning teacher effectiveness up to 1964. Although the sheer numbers of studies document the emphasis that has been placed on this area of research, it appears that the quality of research varied widely and that results were inconclusive. Getzels and Jackson (in Gage, 1963, p. 574) evaluated research on teacher effectiveness as follows:

> Despite the critical importance of the problem and a half century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality and teacher effectiveness. The regrettable fact is that many of the studies so far have not produced significant results.

Among the excellent bibliographies that include recent studies concerning teacher effectiveness are two selective and annotated bibliographies published by Miller (1974, 1972).

His book entitled Developing Programs for Faculty Evaluations (Miller, 1974) contained a bibliography of some two hundred and eighty-five entries. Sixty-nine entries in this list are dated prior to 1960; the other two hundred and sixteen entries have dates as early as 1960 and as recent as 1973.

The second bibliography, based on one prepared by Terry Leigh, was included in Miller's book entitled Evaluating Faculty Performance (1972). This annotated list of some one hundred and thirty entries begins with the date of 1960 and goes to 1970.

These bibliographies, the specific reference lists generated by the pertinent studies listed in them, and other usual channels for searching the literature revealed that literally thousands of books, articles, and studies are contained in the literature concerning teacher effectiveness. From this vast number the researcher has chosen pertinent studies in which college students have provided information concerning teacher qualities, characteristics, attributes, or factors related to teacher effectiveness.

Cohen and Brawer (1972, p. 64) stated that "Study upon study has ranked characteristics of the 'ideal teacher.'" They reported research by Clinton, published in 1930, which concluded that students attributed to the ideal professor such qualities as interest in students, fairness, pleasing personality, keenness of intellect, and range of information.

A similar study by Bousfield (cited by Cohen and Brawer, 1972, p. 64), published in 1940, concluded with the

same list of attributes of the ideal professor as found in the Clinton study. The attributes were found in differing degrees of frequency as follows: fairness, mastery of subject, presentation, organization of material, clear exposition, keenness of intellect, interest in students, and helpfulness.

In an attempt to discover the components or attributes of teacher effectiveness, Riley, Ryan, and Lifshitz (cited by Feldman, 1972, p. 10) analyzed the findings of twelve studies conducted at various educational institutions over a period of twenty-five years. Consensus in regard to effective teaching components were found in a relatively small number of effective teaching components, although thirty-eight different attributes had originally been used as the bases for evaluation. The following factors of teaching effectiveness, ranked in decreasing order of frequency, were noted: knowledge of subject; sympathetic attitude toward and interest in students; interest and enthusiasm regarding subject; appearance; tolerance, broad-mindedness and liberality; interesting presentation; sense of humor and proportion; stimulation of intellectual curiosity; organization; personality; fairness; sincerity, honesty, and moral character; speaking ability; and clarity of explanations.

French (1957) made a study of 3,600 student evaluations of 133 instructors of varying academic ranks at the University of Washington. Following a multiple regression analysis of forty-one items concerned with various

facets of teaching effectiveness, French concluded that there are probably not more than eight dimensions to students' concepts of effective teaching. The following teacher attributes were found to contribute most to student judgments of teaching effectiveness: interprets abstract ideas and theories clearly; gets students interested in the subject; helps to increase thinking skills, helps broaden interests; stresses important material; makes good use of examples and illustrations; motivates to do best work; inspires class confidence in his knowledge of subject; gives new viewpoints or appreciations; and is clear and understandable in his explanations.

An analysis of student evaluations at the University of Washington by Isaacson and several associates (Isaacson, et al, 1964, pp. 344-351) led to a conclusion that the dimensions of student evaluation could be limited to five areas. They were as follows: student-teacher rapport; structure or course organization; group interaction and stimulation; teacher feedback to students; and work overload.

Cohen (1970, pp. 57-60) and Park (1971) reported on student and faculty responses to an item included in an instrument submitted to faculty and students at three widely differing junior colleges in southern California. The item asked respondents to rank seven possibilities in answer to the question, "What do you think students look for when they enter a class for the first time?" Faculty of all three of the colleges indicated they believed students would rank

"Instructor personality" first and "Specific learning objectives" last among the seven alternatives. Students, however, ranked "Specific learning objectives" first and "Instructor personality" second. "Course reading requirements" was ranked as least important by students.

Kolevzon and Wiltse (1973, p. 26) found, in a review of teacher effectiveness research studies using the student rating method, that use of this method provided consistent and recurring profiles. In the studies reviewed by them the following cluster of important teacher characteristics were identified: first, the teacher's interpersonal relationship skills; second, the teacher's knowledge of as well as attitude towards the subject matter; and third, the teacher's organizational abilities concerning class requirements, exams, and presentation of material.

McDaniel and Ravitz (1971, p. 217) carried out a study in which degree candidates were asked to name their best teacher and write paragraphs supporting their nominations. Results indicated that of the fifty-one student responses, forty-one responses, or eighty percent, indicated that their best teacher was from their major area of study. The study also indicated that students like professors who help them meet their professional and personal objectives.

Student responses indicated that the best liked professors had the following characteristics or attributes: professors were well prepared for class presentation; were able to communicate their material; constructed tests which

were representative of the content covered; exhibited a personal interest in students; and were fair in their grading.

Krupka (1970) conducted a study at Northhampton County Community Area College in Pennsylvania, in which faculty and students were asked to specify the relative importance of twelve given areas considered in instructor evaluation. Results indicated that there was a strong positive relationship between the way faculty judge the areas and the way students judge the areas. Some differences existed between student and faculty ratings of the importance of particular areas. The five areas ranked most important by students were: (1) instructor's knowledge of the subject; (2) ability to arouse interest; (3) organization of course; (4) classroom presentation; and (5) willingness to help. The five areas ranked most important by faculty were: (1) instructor's knowledge of the subject; (2) ability to arouse interest; (3) classroom presentation; (4) organization of course; and (5) assignments. The faculty ranked "willingness to help" in sixth place.

Coffman (1954, p. 277-285) conducted a study in which 2,000 college students rated instructors in regard to eighteen criteria, and, in addition, gave overall evaluations of the instructors. Factor analysis of the results indicated that students' values centered on four main factors: (1) empathy for students; (2) organization

and preparation; (3) punctuality, neatness and normality; and (4) verbal fluency.

A parallel perceptions summary was conducted by Blai (1975, p. 187) among 411 Harcum Junior College women students, 340 Illinois State University sociology students, and eighty-seven women students at Denison University. Student responses to fourteen forced-choice statements produced the following list of preferences: (1) Gives most of time to students; (2) is student-oriented; (3) is admired by students; (4) allows student self-direction; (5 and 6) leaves class attendance optional and allows student participation; (7) lectures primarily from supplementary materials; (8) considers student input when reorganizing course; (9) derives background material from direct experience; (10) strives for personal relationship with students; (11) in response to a question, gives a direct answer; (12) is average teacher, but gives grades higher than average of other professors; (13) is involved primarily in own field; (14) uses case studies as illustrations.

Brawer (1968, p. 55) reported an attempt by Weber to assess teachers' characteristics in which questionnaires were sent to 150 college graduates scattered over the country. These former college students were asked to describe the teaching they had received at the undergraduate level, to select the best-liked and least-liked teachers, and to state if the best-liked teachers were also the best

instructor. The "best-liked" teachers were characterized as "cheerful," "happy," "good-natured and jolly," "giving students a chance to make up work," "human," and "friendly." Teachers considered to be "best instructors" but not "best-liked" were found to be primarily effective speakers who "stood up when they talked." The study concluded that the difference between the "best-liked" teacher and the "best" teacher was one of human qualities.

McDaniel and Feldhusen (1970, p. 619), using a sample of seventy-six professors and 4,484 students at Purdue University, found that the most effective instructors are those who write no books and who tend to limit their roles as writers of articles and papers to second authorship. No relationship was found between research activity and instructional effectiveness. Time spent in counseling students or supervising laboratories was found to be positively related to teacher effectiveness, while time spent lecturing or in administration was negatively related to instructional effectiveness. Results of the study indicated, in regard to class size, that the larger the class, the lower were the ratings of instructional effectiveness.

A review of the research concerning teacher characteristics by Heitzmann and Starpoli (1975, p. 298) led to a finding that two specific personality traits appear consistently with good teaching. These traits were "flexibility" and "warmth."

A comparison of student and department chairman evaluations of the teaching performance of twenty-four instructors was made in a study by the New York Medical College Education Committee (Gromisch, *et al*, 1972, pp. 281-284). Results indicated that students and chairmen did not rate instructors similarly, and that department chairmen consistently gave their faculty a better rating than did students.

A study involving 307 students at Philander Smith College was carried out by Pogue (1967, pp. 133-136), using the University of Oregon Evaluation Form, in an effort to determine the traits of the "ideal professor." Characteristics found to be most important, ranked in descending order of frequency, were: good knowledge of subject; a good evaluator; and explains clearly. Characteristics of the ideal teacher listed as least important were: is scholarly and participates actively in research; likes college-age youth; has adequate and well-modulated voice; and encourages independent thinking.

A three-year study by Hildebrand, Wilson, and Dienst (1971) involving more than 1,600 students and faculty at the University of California at Davis found eighty-five items that characterize "best" teachers as perceived by students and fifty-four items that characterize "best" teachers as perceived by colleagues. Close agreement was found between students and faculty as to the effectiveness of given teachers.

The study indicated that, among students, the five components of effective teaching performance are: an analytic-synthetic approach; organization-clarity; instructor-group interaction; instructor-individual student interaction; and dynamism-enthusiasm. In general, student ratings showed only negligible correlations with the academic rank of instructor, class level, number of courses previously taken in the same department, class size, required versus optional course, course in major or not, sex of respondent, class level, grade point average, and expected grade in course. A disproportionate number of "best" teachers were teaching seminar rather than lecture courses.

Results of a study by Kolevzon and Miltse (1973, p. 26) involving thirty-three graduate students in Social Welfare at the University of California indicated that the ideal or desired teacher characteristics reflected in students' ratings of a twenty-item rating scale of teacher characteristics were viewed as largely consistent with research findings of similar studies. Students indicated they wanted a teacher who was competent, interested in and knowledgeable in his subject area; who was actively helpful, available, rewarding and encouraging in his dealings with students; and who displayed flexibility yet organization in his handling of course materials. Students in this study ranked items concerning the "presentational dimension" of teaching as more crucial (i.e. more important in facilitating and maximizing his learning experience) than items from

the "interpersonal dimension," a finding that the researchers viewed as contrary to the findings in most studies using the student rating method (p. 29).

In a two-year study of student ratings of full-time faculty at St. Johns River Junior College, instructors were rated in regard to personal traits, scholarship, class presentation, and accuracy in evaluating students (Roueche and Boggs, 1968, pp. 20-21). Findings indicated that the following class characteristics were associated with high instructor ratings: classes with "exacting" instruction; classes in which status was certain; classes with communication of definite objectives; and classes in which the instructor kept to the point and used only material relavant to the course.

Comments associated with low instructor ratings were: the class was too easy; the objectives were uncertain; the teacher lacked control of the students; the teacher used "canned" tests; the teacher was unfair (p. 21).

This study found also that instructors who conducted classes during preferred periods did not receive higher ratings than other instructors; that, in terms of faculty background, instructors coming directly from graduate schools received higher ratings than those from other sources; and that a preference was shown for instructors with education degrees.

Twa (1970) made a study of student and instructor expectations of community college instructors at a community

college in Oregon. His study examined the nature of and the major differences between the expectations held by the adult education, occupational, and transfer students and their instructor counterparts for the instructor in the role of director of learning in a community college setting. An instrument designed by the researcher was used to collect data from 315 students and instructors. Results of the study indicated that students were more concerned with the instructor's personal relationship with his students than they were with how the instructor utilized instructional methods and materials, managed and controlled learning activities, communicated information pertaining to the course, or evaluated student progress. The instructors agreed that their personal relationships with students were more important than any of the four other areas studied.

Hartung (1972, pp. 146-147) described a study that was undertaken at all of the junior colleges in North Carolina to determine the importance of certain characteristics of junior and community college teachers. An instrument composed of sixty-seven teacher characteristics was administered to administrators, teachers, and a group of students at each junior college. Participants were asked to evaluate the importance of each characteristic, using a five-point graphic rating scale. For each characteristic, a mean of the evaluations of its importance by each participating group (administrators, teachers, and students) was computed; then means of the evaluation given each

characteristic by all three groups combined. The fifteen characteristics having the highest combined importance ratings were as follows: (1) have adequate knowledge of the subject taught; (2) are emotionally stable; (3) make subject matter interesting; (4) make explanations which are clear to all students; (5) plan and prepare course work carefully in the light of overall course objectives; (6) are open minded; (7) give individual help to students when they need it; (8) display an understanding attitude toward students as persons; (9) make students feel free to ask questions in their classes; (10) stimulate intellectual curiosity; (11) enjoy working with students; (12) are skillful in the methods of instruction most appropriate for their subject; (13) are tolerant of other people's views; (14) are loyal to the institution in which they teach; (15) reflect high personal standards in their behavior.

Hartung (1972, p. 147) stated that the results of this study seemed to imply that (1) programs of preparation for junior college teachers should attempt to develop to the fullest in candidates those characteristics found to be of high importance; (2) administrators, in employing new faculty, should strive to employ those persons possessing those characteristics found to be of high importance, and (3) junior college teachers should be aware of the relative importance of their various activities and strive to strengthen within themselves and their profession those

characteristics which were found to be of highest importance by employing continuous self-evaluation and self-improvement.

Wiant (1974, p. 27) recommended the use of a simplified student evaluation form that he has found useful at West Virginia University. The form used by Wiant has a place for the student to give the teacher a letter grade ("A," "B," "C," "D," "F"), and a place where students are instructed to make any specific comments, favorable or unfavorable, that they may wish to make. Wiant pointed out that a teacher can calculate his grade point average for the course and that he can follow the trend through the years. Comparisons with other teachers are also possible, and unfavorable comments, especially when made by several students, point out course weaknesses where improvements should be made.

A study by Gadzella (1968, pp. 91-94) at Western Washington State College attempted to determine the most important characteristics of an "ideal" professor. Data from 443 randomly selected students indicated that the five most important characteristics were: knowledge of subject; interest in subject; flexibility (is inspiring, has the ability to present material to meet students' interests and needs); daily and course preparations (has daily lessons well organized, provides an outline of the course and its objectives, and a list of basic references); and vocabulary (uses appropriate language, has ability to explain clearly, presents material at the students'

level of comprehension).

In another study concerned with teacher effectiveness, Gadzella (1974, p. 11) asked three hundred students at Western Washington State College, through a questionnaire, to phrase positively the criteria of an "ideal" professor, and to indicate which five criteria were most important and which two were least important to them. The students named the following criteria for an "ideal" professor as the five most important: (1) has a deep interest in and enthusiasm for the subject he teaches; (2) is inspiring and has the ability to explain clearly at the students' level of comprehension; (3) has a thorough knowledge, both basic and current, of the subject he teaches; (4) evaluates carefully, gives a sufficient number of meaningful, fair assignments and is impartial in his grading; and (5) has the course and daily lessons well organized and provides course outlines and lists of reading references. The two least significant criteria were: (1) takes an active part in community life, in club and community projects; and (2) does research, writes books and articles.

Lasher and Vogt (1974, pp. 267-269) used an open-ended instrument in a study at Bowling Green University. The research was designed to determine if environmental factors and personal characteristics of teachers influenced students in their assessment of teaching effectiveness. Chi-square tests were employed to test the independence of ratings

received by the faculty per course offering and environmental factors and personal characteristics. The chi-square methodology was applied to fourteen hypotheses involving 120 faculty members and 1,072 course offerings over a period of six quarters. Results indicated that a statistically significant relationship existed between student evaluation of teaching effectiveness and each of the following thirteen factors: age of the instructor; faculty rank; tenure status; faculty degree attained; experience; departmental affiliation; instructional workload (number of sections); class size; level of course offering; required course offering; nature of subject matter; involvement of teacher in non-teaching activities; and faculty grading policy.

The study indicated, in regard to the fourteenth hypothesis, that no significant relationship existed between student evaluation of teaching effectiveness and the instructional work load (amount of course preparations per quarter) of the teacher. The researcher concluded that environmental factors as well as the personal characteristics of faculty influence student judgments about instructional competencies.

A study was conducted at Modesto Junior College to provide information that would be useful in selecting basic education teachers for under-educated and under-employed adults (Roueche and Boggs, 1968, pp. 19-20). The objectives of the study were: (1) to identify those charac-

teristics that students, teachers, and administrators considered essential for an effective basic education instructor; (2) to define each of the characteristics in a practical context; (3) to develop instruments to assist in identifying a potentially effective teacher. Data were obtained from instructors, administrators and students. The eighty-five participants were asked to prepare written descriptions of each of the instructors, including positive and negative characteristics. Students also participated in a group discussion of the "necessary" qualifications of a basic education teacher. Analysis of the data indicated that the most important single quality for an adult basic education teacher was "the ability to help the student to develop and maintain self-confidence." "Understanding, flexibility, patience, practicality, humor, creativity, and care in the preparation of class activities were also considered necessary (p. 19)."

An interview schedule for teacher selection was designed from the findings. Part of the schedule used situations where the interviewer advanced "positive statements" intended to refer to "essential" teacher personality characteristics. Responses to the statements were assessed by the interviewer to determine the interviewee's attitude toward those desirable personality characteristics (pp. 19-20).

SUMMARY

After reviewing the research concerning teacher effectiveness, the researcher has concluded that most studies in which students supplied information concerning factors or characteristics of the effective instructor have been based on structured questionnaires, where students responded to a list of teacher characteristics contained in the questionnaire designed by someone other than students. Only four of the research studies reviewed in this chapter utilized open-ended questionnaires, unstructured interviews, or other techniques that allowed college students to list or describe the characteristics or attributes that they perceived to be associated with the "good" instructor.

After reviewing the literature concerning teacher effectiveness, Feldman (1972, p. 11) concluded that it appears possible to specify generally acknowledged characteristics of effective teaching that are relatively independent of specific course content. It is the opinion of the researcher that studies summarized in this proposal would tend to verify Feldman's conclusion.

Kolevzon and Wiltse (1973, p. 26) found in their review of teacher effectiveness research studies that the teacher's interpersonal skills were ranked first in importance with the majority of studies. The review of the literature reported in this chapter appears to verify the conclusion of Kolevzon and Wiltse.

CHAPTER 3

PRESENTATION AND ANALYSIS OF DATA

ORGANIZATION OF PRESENTATION

The purpose of this study was to determine the factors that students at Pensacola Junior College look for in instructors as they attempt to choose "good" teachers in the process of registration. Population, design, instrumentation, data collection, and method of coding have been discussed in a preceding chapter. This chapter will be devoted to the presentation and analysis of the data.

Twelve frequency distribution tables have been used for the presentation of the data. Table 1 presents the factors listed most frequently by students, ranked in descending order of frequency. Responses in this table have been listed without reference to the general categories that were designed by the researcher for further classification of the data (in Tables 2 through 12).

Figures in Table 1 indicate the fifteen specific factors listed most frequently by students, tabulated to show the number of times that students listed a particular factor they look for in teachers, and indicating the percent of students in the study who listed each particular factor. All factors listed forty times or more were included in this table. A complete listing of factors, by frequency, will be found in Appendix B.

It is the opinion of the researcher that the information presented in Table 1 is of primary importance because it reveals, with a minimum of interpretation by the coders, exactly what factors students indicated that they look for in teachers. In other words, the data presented in Table 1 is simply a tabulation by the coders. This is in keeping with the primary goal of the study and with the open-ended instrument used to collect student responses.

Data presented in Table 2 through Table 12 have been classified, using the ten categories designed by the researcher to show the kinds of factors listed and the relative frequency of student responses in each of the categories.

Table 2 shows the total number and the percent of factors in each of the ten categories designed to indicate the kinds of factors listed by students. Descriptions of these categories will be found in Chapter 1 in the section entitled "Data Analysis."

Separate tables, beginning with Table 3 and continuing through Table 12, have been prepared to present separately the data classified in each of the ten general categories. Data is presented by number and percent for all of the groupings of factors (sub-categories) within each of the ten general categories.

PRESENTATION AND ANALYSIS

Table 1 presents, by number and percent, all of the factors that were listed more than forty times by the 345

students participating in the study. Factors are listed in descending order of frequency.

An examination of Table 1 reveals that students listed most frequently as a factor they look for when trying to select a "good" teacher "Teacher is willing to help students." This factor was listed 127 times, with 36.81% of the three hundred and forty-five students who participated in the study listing this factor.

Students' statements concerning teacher helpfulness were expressed clearly. They said such things as: "One who doesn't mind helping you when you need help;" "Whether or not the teacher helps the students when he or she has a problem or if he just sits at his desk all class time;" and "Eagerness to help a slow student." Of the 127 students who listed helpfulness, thirty-two specified that they wanted a teacher who was available for help outside of class hours. Five of these students specified that they looked for a teacher who would be available in his office for out-of-class help. Nineteen students who listed teacher's willingness to help indicated that they wanted a teacher who would be willing to counsel with students about personal problems.

The factor listed second in frequency, with 114 responses representing 33.04% of the student participants in the study, was "What other students say about the teacher," referring to the informal rating of teachers that is circulated among students.

Ranked third in frequency was "Teacher explains clearly so that students can understand." A total of 97

Table 1

Fifteen Factors Listed Most Frequently By
Three Hundred and Forty-Five Students
Who Were Asked to List the Factors
They Look for When Trying to Select "Good" Teachers

	Factors Listed By Students	Number of Times Factor Was Listed	Percent of Students Listing Factor
1.	Teacher is willing to help students	127	36.81%
2.	What other students say about the teacher	114	33.04
3.	Teacher explains clearly so that students can understand	97	28.12
4.	Teacher makes class interesting	93	26.96
5.	Teacher cares about, and is interested in, students	67	19.42
6.	Teacher knows the subject	67	19.42
7.	Teacher is fair, impartial, and unprejudiced	64	18.55
8.	Teacher understands, has good attitude toward students	60	17.39
9.	Teacher respects students, is courteous and considerate	51	14.78
10.	Teacher's personality	50	14.49
11.	Teacher gets along well with students	49	14.20
12.	Teacher is open, honest, and sincere	44	12.75

Table 1 (continued)

Factors Listed By Students	Number of Times Factor Was Listed	Percent of Students Listing Factor
13. Course requirements are reasonable	43	12.46
14. Course is well organized and objectives are clear	41	11.88
15. Fairness in grading	40	11.59%

factors were tabulated, representing 28.12% of the students. Responses emphasized that students look for a teacher who can "get the subject across" by clearly explaining the material. Students specified that they look for a teacher who can explain the material "on the student's level" and in "plain, every-day English." Fifteen students stated that, in looking for a teacher who could explain, they tried not to get one who "talked above their head."

Ranked fourth in frequency was the sub-category "Teacher makes class interesting," with 93 factors and 26.96% of the students responding. Of these, nine students specified that they looked for a teacher who "was not boring."

Two groupings of factors ranked next in frequency with each grouping containing 67 factors and comprising responses from 19.42% of the student sample. "Teacher cares about, and is interested in, students" and "Teacher knows the subject" were ranked in fifth and sixth place.

Responses in the "Teacher cares about, and is interested in, students" grouping were stated forthrightly. Representative responses were: "Honestly cares about the students;" "One who cares and has feelings and is not just out to get you or to get through another term;" "The devotion to the class--whole and individual;" and "Takes a personal interest in students."

Following closely after "Teacher cares about, and is interested in, students," and ranked in seventh, eighth, and ninth places were three separate groupings of factors which

appeared closely related. These were "Teacher is fair, impartial, and unprejudiced," listed 64 times by 18.55% of the sample; "Teacher understands, has good attitude toward students," listed 60 times by 17.39% of students and "Teacher respects students, is courteous and considerate," listed 51 times by 14.78% of students. It should be noted that, in addition to the 64 listings concerning fairness to students, 40 student responses, representing 11.59% of students, indicated they looked for "Fairness in grading." This response was ranked fifteenth in frequency.

Fourteen students made specific references to racial prejudice, saying such things as: "An instructor who sees all of his students the same; no difference in race, etc.;" "Person that does not prejudge on your color;" and "One that likes both races, not just one race."

In the category "Teacher respects students, is courteous and considerate," student responses indicated that they look for a teacher who "Treats the student as an equal;" "Treats you like an adult;" and who "Never makes the student feel on a lower level than the teacher." Six students specifically indicated that they look for a teacher who does not act as though he is superior to students and that does not make students feel "dumb." Five other students indicated that they want a teacher who does not embarrass students and who is not sarcastic or nasty.

Ranked tenth in frequency was "Teacher's personality," with 50 responses from 14.49% of students. Most of the

responses stated merely "personality," "good personality," or "personality of teacher."

"Teacher gets along well with students" ranked eleventh in frequency with 49 factors listed by 14.20% of the students. Most students stated simply "Ability to get along with students," or "Someone I can get along with."

Ranked in twelfth place, with 44 responses listed by 12.75% of the students, was "Teacher is open, honest, and sincere." Of these, nineteen specified honesty, eighteen listed openness, and seven indicated sincerity.

"Course requirements are reasonable" ranked thirteenth, with 43 responses by 12.46% of the student participants. Representative student responses stated such preferences as: "Gives reasonable work load;" "Will give work but won't lay it on too heavy all the time;" and "Course requirements reasonable."

In fourteenth place was "Course is well organized and objectives are clear" with 41 responses by 11.88% of the student sample. Responses included such statements as: The instructor should be well organized, by this I mean have an outline of what will be taught so that the student will understand." Some responses said simply, "Makes course objectives clear;" or "organized."

"Fairness in grading," ranked fifteenth with 40 responses from 11.59% of the students. These responses concerning fairness in grading are in addition to the 64 responses concerning fairness, impartiality, and lack of

prejudice that ranked seventh in frequency.

Table 2 presents the data classified into ten categories indicating, by frequency, the kinds of factors students look for as they try to select "good" teachers for their classes in the process of registration. Descriptive titles of the ten categories are, for the most part, self-explanatory. Specific definitions of the categories will be found in Chapter 1, in the section entitled "Data Analysis." The table displays, by number and percent, the frequency of student responses in each of the ten categories. All student responses, totaling 1,894, have been included in this table.

"Humanistic Behavior of Teachers" ranked first among the categories, containing 532 student responses. Over one-fourth of the 1,894 student responses, or 28.09%, fell in the category concerning humanistic behavior of teachers. Listed were such factors as the teacher's willingness to help students; the teacher's interest in and care and concern about students; the teacher's attitude toward and understanding of students; the teacher's respect, consideration, and fair and unprejudiced treatment of students; and the teacher's ability to get along with students. A full presentation of responses concerning "Humanistic Behavior of Teachers" will be found in Table 3.

"Teacher's Skills in Presentation and Mastery of Subject" ranked second in number of student responses, with 338 responses comprising 17.85% of all factors listed. The majority of responses had to do with the teacher's ability to

Table 2

What Students Look for When Trying to Select "Good" Teachers: Factors That Students Listed Grouped in Categories

Factors By Category	Number of Student Responses	Percent
1. Humanistic behavior of teachers	532	28.09%
2. Teacher's skills in presentation and mastery of subject	338	17.85
3. Teacher's personality and related personal attributes	235	12.41
4. Teacher's organization of course and methods of teaching	219	11.56
5. Teacher's philosophy and practices concerning course evaluation	198	10.45
6. Teacher's rating according to the campus "grapevine"	135	7.13
7. Teacher's educational background and teaching experience	88	4.65
8. Class management by the teacher	62	3.27
9. Social characteristics of the teacher	46	2.43
10. Time class is taught, size of class, and location of class	41	2.16%
TOTAL	1,894	100.00%

explain the subject in a way that students could understand; the teacher's ability to make the class interesting; and the teacher's knowledge of the subject and teaching skills. Table 4 presents fully the factors included in this category.

"Teacher's Personality and Related Personal Attributes" ranked third, with 235 responses representing 12.41% of the data in this category. In addition to listings that stated "Good personality" or "Personality of Teacher," this category included clarity of speech, appearance, sense of humor, and teacher's enthusiasm about teaching and about the particular subject taught. Table 5 presents in detail the frequency of listings of the various sub-categories of data classified as "Teacher's Personality and Related Personal Attributes."

Ranking fourth in frequency, with 219 responses comprising 11.56% of the data, was "Teacher's Organization of Course and Methods of Teaching." In this category were student responses pertaining to reasonable course requirements, the organization of the course, the course objectives, and methods of teaching. Table 6 presents in detail the sub-categories of data included in this area.

"Teacher's Philosophy and Practices Concerning Course Evaluation" ranked fifth, with 198 responses representing 10.45% of the data. This category contained responses concerning the teacher's grading system, the kind and frequency of tests, how "hard" or "easy" the teacher is and varied factors concerning testing and grading. Details concerning data in this category will be found in Table 7.

"Teacher's Rating According to the Campus Grapevine" ranked sixth, with 135 responses and 7.13% of the data in this category. The vast majority of factors listed indicated that students consider the informal evaluations of teachers by other students when they register for classes. Students also consider informal evaluations solicited from other teachers and from counselors. Data in this category are presented in full in Table 8.

Ranked in seventh place was "Teacher's Educational Background and Teaching Experience" with 88 responses listed, comprising 4.65% of the data. The factors listed most often in this category stated a concern that the teacher be experienced in teaching. Other factors listed included the teacher's educational background, the teacher's qualifications in his major field of study, the colleges attended by the teacher and the degrees attained. Table 9 presents fully the data concerning educational background and experience.

The categories ranked in eighth, ninth, and tenth places accounted for less than 8% of the total data. "Class Management by the Teacher" ranked eighth, with 62 factors listed, or 3.27%. Factors in this category concerned the degree of informality of the class and the establishment of a good learning environment; the ability of the teacher to be strict, when necessary, in controlling the class; and the teacher's flexibility in dealing with attendance policies and other regulations. Table 10 presents the data included in this category.

"Social Characteristics of the Teacher" ranked ninth, with 46 factors comprising 2.43% of the data listed. The teacher's age was listed most frequently as a factor in this category, followed by sex of teacher and race of teacher. Data concerning the social characteristics of the teacher are presented in Table 11.

"Time Class is Taught, Size of Class, and Location of Class" ranked tenth, with 41 factors, or 2.16% of the data included. Although the hour the class meets is not a teacher characteristic, it is a factor that some students indicated they must consider. The size of the class and the location of the class were also listed. These data are presented in Table 12.

Five hundred and thirty-two student responses concerning "Humanistic Behavior of Teachers" have been presented, by number and percent, in the twelve groupings of factors that make up the sub-categories displayed in Table 3. Factors presented in this table account for 28.09% of all of the 1,894 factors listed by students. Listed most frequently as a factor students look for as they try to select "good" teachers in the process of registration for classes was "Teacher is willing to help students." One hundred and twenty-seven responses, accounting for 23.88% of responses categorized as "Humanistic Behavior of Teachers" indicated that students looked for a helpful teacher. Of these responses, thirty-two students stated they look for a teacher who is willing to give help outside of class, and nineteen indicated they look for a teacher who is willing to

Table 3

Factors That Students Listed That Concern Humanistic Behavior of Teachers

Factors	Number of Responses	Percent
1. Teacher is willing to help students	127	23.88%
2. Teacher cares about, and is interested in, students	67	12.60
3. Teacher is fair, impartial, and unprejudiced	64	12.03
4. Teacher understands, has good attitude toward students	60	11.28
5. Teacher respects students, is courteous and considerate	51	9.59
6. Teacher gets along well with students	49	9.21
7. Teacher is open, honest, and sincere	44	8.27
8. Teacher is friendly	23	4.32
9. Teacher is patient and kind-hearted	23	4.32
10. Teacher is pleasant and nice	15	2.82
11. Teacher gives encouragement	6	1.13
12. Teacher is reliable	3	0.56%
TOTAL	532	100.00%

counsel with them about personal problems. Five students stated they look for a teacher who will be in his office available to students who need out-of-class help.

Sixty-seven student responses, comprising 12.60% of the factors concerned with the humanistic behavior of teachers, were in the sub-category, "Teacher cares about, and is interested in, students." "Teacher is fair, impartial, and unprejudiced" accounted for 64 responses, or 12.03%. In this category students stated such factors as: "Fairness to all students;" "One who shows no favorites;" and "An instructor that sees all of the students the same; no difference in race, etc."

"Teacher understands, has a good attitude toward students" was listed 60 times for a total of 11.28% of the humanistic factors. "Teacher respects students, is courteous and considerate" ranked next in frequency with 51 responses, or 9.59%.

Forty-nine responses, or 9.21%, listed "Teacher gets along well with students" and 44 responses, or 8.27%, were in the sub-category, "Teacher is open, honest, and sincere." "Teacher is friendly" and "Teacher is patient and kind-hearted" ranked next, each with 23 responses, or 4.32% of the data. Other responses listed were "Teacher is pleasant and nice," 15 responses or 2.82%; "Teacher gives encouragement," 6 responses or 1.13%; and "Teacher is reliable," with 3 responses, or 0.56%.

Table 4 presents the data in the category of

"Teacher's Skills in Presentation and Mastery of Subject," with 338 factors listed by students. Listed most frequently in this category was "Teacher explains clearly so that students can understand," with 97 responses, making up 28.70% of the responses in this category. Responses indicated that students look for a teacher who can "get the subject across," and who can explain the material "on the student's level."

Ranking second in frequency, with 93 responses, or 27.51%, was "Teacher makes class interesting." Typical of the responses in this category was, "I look for a teacher who makes the class interesting . . . one you like to go to." Nine students stated that they look for a teacher who is "not boring."

Sixty-seven responses, comprising 19.82% of the responses, were in the third-ranking grouping, "Teacher knows the subject," and 27 responses, or 7.99%, made up the grouping, "Teacher has good teaching skills."

"Teacher is thorough, sticks to subject" ranked fifth, with 22 responses, or 6.51%.

"Teacher allows questions" ranked in sixth place with 16 responses comprising 4.73% of factors in this category. Typical student responses stated, "Does not object to questions;" "Those you can ask questions and who do not make you feel stupid;" and "Doesn't get annoyed if a student asks a question."

"Teacher makes assignments clear" ranked in seventh place with 6 responses and 1.78%, followed by "Teacher is well prepared for class" and "Teacher repeats explanations if

Table 4

Factors That Students Listed That Concern Teacher's Skills in Presentation and Mastery of Subject

Factors		Number of Responses	Percent
1.	Teacher explains clearly so that students can understand	97	28.70%
2.	Teacher makes class interesting	93	27.51
3.	Teacher knows the subject	67	19.82
4.	Teacher has good teaching skills	27	7.99
5.	Teacher is thorough, sticks to subject	22	6.51
6.	Teacher allows questions	16	4.73
7.	Teacher makes assignments clear	6	1.78
8.	Teacher is well prepared for class	5	1.48
9.	Teacher repeats explanations if necessary	5	1.48%
	TOTAL	338	100.00%

necessary," each with 5 responses, or 1.48%.

Table 5 presents 235 factors listed by students in the category "Teacher's Personality and Related Personal Attributes." Fifty responses, or 21.28% of all responses listed in this category, stated merely "teacher's personality" or "good personality."

Ranking second, with 36 responses comprising 15.32% of the responses, was "Teacher is interested in the subject." Typical student responses were: "Someone interested and enthusiastic about teaching a subject because it gets you interested;" and "Whether teacher enjoys teaching my subject."

"Teacher's appearance and dress" ranked third, with 35 responses making up 14.89% of factors in the category. "Nice," "neat," and "attractive," were adjectives students used in listing factors concerned with the personal appearance of the teacher.

"Teacher's sense of humor" ranked fourth with 34 responses, or 14.47% of the data in this category, and "Teacher's clarity of speech" ranked fifty with 27 responses, or 11.49% of the data.

"Teacher's enjoyment of teaching" was sixth in frequency, with 20 responses comprising 8.51% of the data in the category. Representative responses were: "An instructor who enjoys teaching and enjoys sharing with his students." "Does the teacher like to teach or if it's just a job to them;" and "Also look for a teacher who enjoys her work instead of teaching for a paycheck."

Table 5

Factors That Students Listed That Concern the Teacher's Personality and Related Personal Attributes

Factors	Number	Percent
1. Teacher's personality	50	21.28%
2. Teacher's interest in the subject	36	15.32
3. Teacher's appearance and dress	35	14.89
4. Teacher's sense of humor	34	14.47
5. Teacher's clarity of speech	27	11.49
6. Teacher's enjoyment of teaching	20	8.51
7. Teacher's intellectual and creative capacities	17	7.23
8. Teacher's punctuality	8	3.40
9. Miscellaneous personal attributes of teacher	8	3.40%
TOTAL	235	100.00%

Seventeen responses, or 7.23%, comprised the grouping called "Teacher's intellectual and creative capacities," which ranked in seventh place. Responses stated "Intelligence of teacher;" "Teacher that is creative;" and "Innovative."

"Teacher's punctuality" ranked eighth with 8 responses, or 3.40% of the data.

There were 8 miscellaneous responses concerning teacher personality and related personal attributes. Each was listed one or two times and accounted for 3.40% of the data. Factors listed included responses such as "Self-confidence;" "His or her character;" "If they act cool;" and "Personal hygiene."

Table 6 presents 219 student responses in the category "Teacher's Organization of Course and Methods of Teaching." Ranking first, with 43 responses comprising 19.63% of the data, is "Course requirements are reasonable." Students stated such factors as "Gives reasonable workload;" "Makes the class a challenge but doesn't overload the student with too much and too difficult work."

"Course is well organized and course objectives are clear" ranked second in frequency, with 41 student responses making up 18.72% of the data in this category. Following closely in third place, with 39 responses or 17.81% was "Methods of teaching." Student responses in this grouping were general, stating merely "Teaching method," or "Methods of teaching used by the teacher," without stating the kind of teaching methods they look for.

Table 6

Factors That Students Listed That Concern Teacher's Organization of Course and Methods of Teaching

Factors		Number	Percent
1.	Course requirements are reasonable	43	19.63%
2.	Course is well organized and objectives are clear	41	18.72
3.	Methods of teaching (mentioned as a general factor)	39	17.81
4.	Class discussion and student involvement is encouraged	28	12.79
5.	More than one approach to teaching is used	14	6.39
6.	Teacher is good lecturer	14	6.39
7.	Flexible time schedule allows for individual differences among students	13	5.94
8.	Material is up-to-date and related to students' world	11	5.02
	Miscellaneous factors concerning organization of course and teaching methods (listed only one or two times each)	16	7.31%
	TOTAL	219	100.00%

More specific responses concerning teaching methods were 28 factors comprising 12.79% of the data and ranking fourth, that listed "Class discussion and student involvement is encouraged." "Teacher is good lecturer," another specific grouping concerning teaching methods, ranked fifth, with 14 responses, or 6.39% of the data.

"More than one approach to teaching is used," was another grouping of responses concerning with teaching methods and ranking in sixth place, with 14 responses or 6.39% of the data. Responses in this category included "Provides more than one type of experience such as lecture, visual aids, speeches, and field trips;" and "One that uses the book and classroom discussion together." Six students specified they prefer a teacher who does not use the lecture method exclusively.

Ranking seventh with 13 responses, or 5.94% of the data in the category, was "Flexible time schedule allows for individual differences among students." Students stated "Lets the student progress at their own rate;" and "One who doesn't have a rigid time schedule to adhere to."

"Material is up-to-date and related to students' world" ranked eights, with 11 responses, or 5.02%. Student responses stated such things as "Related subject matter to everyday life" and "Their ability to relate their subject matter to me and today's events."

Miscellaneous factors concerning organization of course and teaching methods, each listed only one or two times accounted for 16 factors, or 7.31%. Students stated

such things as "Makes additional study material available;" "One that makes you do some research;" and "I wish that teachers in college could assign written work to be checked and handed in on a regular basis."

Factors in the category "Teacher's Philosophy and Practices Concerning Student Evaluation" are displayed in Table 7, with a total of 198 student responses tabulated in this area. Ranking first in frequency was "Fairness in grading," with 40 responses, or 20.20% of the data in this category.

"'Hardness' or 'Easiness' of the teacher" and "Type of tests given" ranked second and third, each with 37 student responses comprising 18.69% of the data. Among responses concerning how "hard" or "easy" the teacher is, 10 responses indicated students look for an "easy" teacher, and 4 responses expressed a preference for a "hard" teacher. Eight responses indicated that students consider "how hard or how easy" the teacher is, and 15 responses indicated these students look for a teacher who is "not hard" or "not too hard."

"Grading system used" ranked in fourth place, with 31 factors or 15.66% of the data in this category, and "Tests on material that has been covered" ranked fifth with 21 factors or 10.60%.

"Frequency of tests" ranked in sixth place, with 15 responses, comprising 7.58% of the data in this category, and "Feedback given following tests" was listed 3 times, or 1.52%, and ranked seventh.

Table 7

Factors That Students Listed That Concern Teacher's Philosophy and Practices Concerning Course Evaluation

Factors		Number	Percent
1.	Fairness in grading	40	20.20%
2.	"Hardness" or "easiness" of teacher	37	18.69
3.	Type of tests given	37	18.69
4.	Type of grading system used	31	15.66
5.	Tests are on material that has been covered	21	10.60
6.	Frequency of tests	15	7.58
7.	Feedback given following tests	3	1.52
	Miscellaneous factors about testing and grading (listed one or two times each)	14	7.07%
	TOTAL	198	100.00%

Fourteen miscellaneous factors about testing or grading were listed by students, with each factor mentioned one or two times. These miscellaneous factors comprised 7.07% of the data in this category.

Factors in the category "Teacher's Rating According to the Campus 'Grapevine' " are presented in Table 8. Of the 135 factors in this category, 114, representing 84.45% indicate that students consider "What other students say about the teacher." Thirteen responses, or 9.63%, indicate students consider "What teachers say about the teacher," and 5 responses, or 3.70%, stated "What counselors say about the teacher;" and 3 responses, or 2.22%, indicate "What the student knows about the teacher from previous class or contact."

Table 9 presents 88 factors in the category "Teacher's Educational Background and Teaching Experience." Ranked first, with 27 responses, or 30.68% of the data in the category, was "Teaching experience."

"Qualifications and competence of the teacher in his major field" ranked second in frequency of responses, with 19 factors listed, or 21.59% of the data, and "Teacher's education," ranked third with 15 responses or 17.05%.

"Teacher's degree" ranked fourth, with 12 factors listed, or 13.64% of the data in the category.

"Teaching experience at the college" ranked fifth, with 5 responses, or 5.68%, and "Colleges attended by the teacher" ranked sixth, with 4 responses or 4.55%. "Other courses taught at the college" also had 4 responses, or 4.55% of the data and

Table 8

Factors That Students Listed Concerning Teacher's Rating According to the Campus "Grapevine"

Factors	Number	Percent
1. What other students say about the teacher	114	84.45%
2. What teachers say about the teacher	13	9.63
3. What counselors say about the teacher	5	3.70
4. What the student knows about the teacher from a previous class or contact	3	2.22%
TOTAL	135	100.00%

Table 9

Factors That Students Listed Concerning
Teacher's Educational Background and Teaching Experience

Factors		Number	Percent
1.	Teaching experience	27	30.68%
2.	Qualifications and competence of the teacher in his major field	19	21.59
3.	Teacher's education	15	17.05
4.	Teacher's degrees	12	13.64
5.	Teaching experience at the college	5	5.68
6.	Colleges attended by the teacher	4	4.55
7.	Other courses taught at the college	4	4.55
8.	Teacher's rank	2	2.27%
	TOTAL	88	100.00%

ranked seventh, and "Teacher's rank" ranked eighth with 2 responses and 2.27% of the data.

Table 10 presents 62 student responses in the category of "Class Management by the Teacher." Listed most frequently in this category was "Teacher is strict when necessary and maintains students' respect," with 23 responses, or 37.10% of the data. Representative responses stated: "One who can call a class to order and maintain respect;" "A teacher who is strict about class and homework;" and "One who is strict but within human limits."

"Teacher is flexible about attendance and other school policies" ranked second, with 18 responses comprising 29.03% of the data. Twelve student responses in this grouping concerned with the teacher's attendance policies and related policies concerning make-up tests and 6 responses concerned teacher flexibility about school policies in general. Representative responses stated: "That teacher make exceptions in special cases concerning attendance;" "Permits make-up tests if good reason is given for absence;" and "If a student has been really sick, let him make up work."

"Teacher maintains an informal class atmosphere" ranked third, with 11 responses or 17.74%, and "Teacher establishes a good learning environment" ranked fourth, with 10 responses and 16.13% of the data in this category.

Table 11 presents 46 responses in the category of "Social Characteristics of the Teacher." Twenty-five of these responses, or 54.35% of the data in this category, concerned

Table 10

Factors That Students Listed That Concern Class Management by the Teacher

Factors	Number	Percent
1. Teacher is strict when necessary and maintains students' respect	23	37.10%
2. Teacher is flexible about attendance and other school policies	18	29.03
3. Teacher maintains an informal class atmosphere	11	17.74
4. Teacher establishes a good learning environment	10	16.13%
TOTAL	62	100.00%

Table 11

Factors That Students Listed Concerning the Social Characteristics of the Teacher

Factors	Number	Percent
1. Age of teacher	25	54.35%
2. Sex of teacher	18	39.13%
3. Race of teacher	2	4.35
4. Geographic background of teacher	1	2.17%
TOTAL	46	100.00%

"Age of teacher;" 18 responses, or 39.13% of the data concerned "Sex of teacher;" 2 responses, or 4.35%, concerned "Race of teacher;" and one factor, or 2.17%, listed "Geographic background of teacher." Listings concerning sex, race, and geographic background of teacher were stated in a general way, not indicating specific preferences. Among responses concerning age, 18 factors indicated merely "age" or "age of teacher," 5 factors indicated a preference for a young teacher, one factor specified, "not too young, not too old" and one specified "Someone between thirty-five and forty-eight years."

Table 12 presents 41 factors in the category "Time the class is taught, size of class, and location of class." Although the time the class is taught is not a teacher characteristic or attribute, 37 student responses comprising 90.24% of the data, indicated it is a factor that is considered. The majority of responses stated merely "Time the class is scheduled," or "Time." Eight responses indicated that the time the class meets is of primary importance. Representative of these is one that said: "I pick classes because of the time they're taught, not because of the teacher; when you are on a close schedule; time counts, not teachers."

Three student responses or 7.32% indicated that the size of the class was an important factor. Two indicated a preference for "smaller" classes, one said merely "How many students are in the class."

Table 12

Factors that Students Listed Concerning the Time the Class is Taught, Size of Class, and Location of Class

Factors	Number	Percent
1. Hour the class meets	37	90.24%
2. Size of the class	3	7.32
3. Location of the class	1	2.44%
TOTAL	41	100.00%

One student response, representing 2.44% of the data in this category, indicated that the location of the class is important.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the factors that students at Pensacola Junior College look for in instructors as they attempt to choose "good" teachers in the process of registration for classes. An open-ended questionnaire was the instrument chosen to collect student responses because it allows greater response flexibility and less biasing of response (Tuckman, 1972, p. 190).

The population of the study consisted of three hundred and forty-five students enrolled in college-credit, daytime classes at Pensacola Junior College. A degree of randomness was achieved by careful selection of representative classes of students who responded to the instrument.

Students were told that they were participating in a research project concerned with finding out more about the factors community college students look for as they try to select "good" teachers for their classes. They were then asked to respond to the following question:

> If you are registering to take a class and you find that several different teachers are available, what factors do you look for in the instructors in order to decide which instructor you would rather have? In the space provided below, list six factors you look for in selecting an instructor

Two hundred and fifty-six students listed six factors on their instruments as they were requested to do, for a total

of 1,536 factors. The other eighty-nine students who participated in the study listed less than six factors per student, for a total of 374 factors. These 374 factors were included in the study because it was decided that their inclusion would result in a more representative sample. Sixteen responses listed by students were omitted from the study because they were worded in an ambiguous way and could not be coded. The total of factors listed by students included in this study was 1,894.

Factors listed by students were transcribed, verbatim, to separate index cards. After a thorough examination of the data it was found that the student responses could be classified into seventy small groupings, according to the specific factors listed and that these groupings could be classified into ten categories. These categories were defined and labeled to indicate the kinds of factors to be included in each category. The ten major categories of data which were developed were: (1) Humanistic behavior of teachers; (2) Teacher's skills in presentation and mastery of subject; (3) Teacher's personality and related personal attributes; (4) Teacher's organization of course and methods of teaching; (5) Teacher's philosophy and practices concerning course evaluation; (6) Teacher's rating according to the campus "grapevine"; (7) Teacher's educational background and teaching experience; (8) Class management by the teacher; (9) Social characteristics of the teacher (age, sex, race); (10) Time class is taught, size of class, and location of class.

An adaptation of a procedure used by Arno A. Bellack (1966) was used for the postcoding of the data. Data were coded independently by two individuals trained in the use of the coding system. A third person, also trained in the use of the coding system, served as an arbitrator, settling any coding disagreements that occurred between the first and second coders. Coding disputes occurred in less than four percent of all factors coded.

Twelve frequency distribution tables were prepared to present the data. The first table presented the fifteen factors listed most frequently by students, by number and percent. The second table presented the data classified into the ten categories of responses, listed by frequency of responses, by number and percent. The next ten tables presented separately data contained in each of the ten categories, listing the sub-categories of data contained in each category, by number and percent.

CONCLUSIONS

Results of the study of factors students look for in teachers when trying to select "good" teachers for their classes in the process of registration for classes at Pensacola Junior College indicated that the factor most frequently listed by students was the teacher's willingness to help students. Over one-third of the students participating in the study indicated that they look for a helpful teacher. Students indicated that they look for a teacher who is willing to help students both in class and outside of class, and who is willing to help with

problems concerning the particular course taught and also with the students' personal problems.

The data indicated that the factor listed second in frequency by students was "What other students say about the teacher." It is interesting to note that, while debate continues among professionals concerning the validity of student evaluation, the results of this study suggest that students themselves appear to consider student evaluations of their teachers as circulated in the campus "grapevine" as valid, and that they use these informal student ratings as a basis for the selection of teachers.

Students indicated that they look for a teacher who explains clearly so that students can understand, who makes the class interesting, and who knows the subject. These factors were ranked third, fourth, and sixth in frequency among the seventy groupings of factors listed by students.

In addition to wanting a teacher who is helpful, six other factors concerning the humanistic behavior of teachers were among the fifteen factors listed most frequently by students. Students indicated that they look for a teacher who is fair, impartial and unprejudiced toward students; one who understands and has a good attitude towards students; and one who respects students, is courteous and considerate. They stated that they look for a teacher who gets along well with students and who is open, honest, and sincere.

Other student responses that ranked among the fifteen factors listed most frequently concerned the personality of

the teacher, reasonable course requirements, a well-organized course with clear objectives, and fairness in grading.

When factors were classified into categories in order to examine the kinds of factors that students look for in teachers, it became apparent that students at Pensacola Junior College most often consider factors that have to do with the humanistic behavior of teachers. More than twenty-eight percent of all the factors listed by students were in the category of humanistic behavior of teachers. Listed frequently by students and classified as "humanistic" were such traits as helpfulness, caring, interest in students, fair and impartial treatment, respect for students, ability to get along well with students, friendliness, kindness, patience, openness, honesty, and sincerity.

The category of responses that ranked second in frequency, with more than seventeen percent of all of the factors listed, had to do with the teacher's skills in presentation of the course material and the teacher's mastery of the subject. Students indicated that they look for a teacher who explains the subject clearly so that students can understand. They stated that they try to select a teacher who makes the class interesting, knows the subject, and has good teaching skills. They indicated that they look for a teacher who is thorough, sticks to the subjects, allows questions, makes assignments clear, repeats explanations and is well prepared for class.

The third-ranking category of responses concerned the

personality of the teacher and other related personal attributes, accounting for more than twelve percent of all responses. In addition to the teacher's personality, students indicated that they look for a teacher who is interested in the subject and who enjoys teaching, whose appearance and dress are acceptable, who has a sense of humor, clarity of speech, and intelligence and creativity.

Students indicated that they look for factors related to the teacher's organization of the course and methods of teaching, and that they consider the teacher's philosophy and practices concerning course evaluation. Each of these categories contained approximately eleven percent of all factors listed. In these categories were student responses indicating that students look for a teacher whose course requirements are reasonable, whose course is well organized with clear objectives, who has acceptable teaching methods, and who encourages class discussion. They look for a teacher who is fair in grading, who is not extremely "hard," who gives the type of tests they prefer, and who tests on material that has been covered in class.

Categories of data which contained less than five percent of the total factors listed, indicating that students look for these factors less frequently, concerned the teacher's educational background and teaching experience; class management by the teacher; the social characteristics of the teacher; and the time that the class is taught, the size of the class, and location of class.

RECOMMENDATIONS

Recommendations for further study, and for changes at Pensacola Junior College that might lead to improvements in the instructional program, are offered in the following paragraphs. These recommendations will be made available to the appropriate administrators.

Further research to validate this study should be undertaken at this community college and other community colleges.

Research that duplicates the study that has just been completed by the researcher should be carried out at other community colleges in order to validate the study, and in order to see if students at other colleges, in open-ended response instruments, will list similar or different factors that they look for in teachers when in the process of trying to select "good" teachers.

A follow-up research study designed to determine the factors students look for as they try to select "good" teachers for their classes should be carried out at Pensacola Junior College. The findings of the study reported here should be utilized to construct a structured questionnaire that could be administered to larger numbers of students, and that could supply data that could be tabulated more easily.

The college administration at Pensacola Junior College, led by the President, should take a positive, open, and committed position concerning the need for improvement of instruction.

Such a stand by the administration would improve student morale, increase student trust in the administration, decrease faculty complacency about traditional instruction, and nourish a climate of faculty growth and faculty commitment to student needs.

The results of this study should be made available to administrators, department heads, faculty, and counselors.

This study was undertaken with the encouragement and approval of the Vice President for Academic Affairs and the Director of Instructional Services. Copies of this study will be given to them to use as they see fit. A copy of the study also will be given to the President of the College.

The Instructional Development Specialist at the College has served as a member of the writer's doctoral committee. The findings of the study have been made available to him for use in planning inservice programs and in other efforts aimed at instructional improvement.

In 1975, when the writer was engaged in a study of the criteria used by department heads at Pensacola Junior College in the selection of instructors (Lees, 1975), department heads were informed that the researcher was engaged in research projects concerned with teaching effectiveness. Department heads were given an opportunity to indicate on a questionnaire they completed whether or not they would be interested in seeing the results of the studies. Sixteen of the seventeen department heads who participated in the study indicated that they would be

interested in seeing the results of these studies. The writer will supply summaries of the two studies to department heads, as promised, and will make the complete studies available to those who are interested.

The Dean of Personnel Affairs, a recent graduate of Nova University, has made plans to publish a summary of this study in the campus newspaper that is published by his office. Copies of this paper regularly are distributed to faculty, administrators, counselors, and other college personnel.

The form used for student evaluation of faculty should be revised or replaced.

A form should be devised, or chosen from among existing forms, that will include items concerned with the teacher characteristics or attributes that students indicated in this study that they consider to be important. Students should have the opportunity to rate instructors in regard to the humanistic attitudes and behavior of teachers, such as the teacher's caring about students, and the teacher's fair, impartial and unprejudiced treatment of students.

Items should also be included that would rate teachers on their ability to explain material in a way that students can understand, their knowledge of the subject, their ability to make the class interesting, and on other teacher competencies and behavior considered important by students. A place should be provided on the form for students to assess, in their own words, the strengths and weaknesses of the teacher.

The present evaluation form has an item in which students are requested to rate the teacher's overall effectiveness by giving the teacher a grade of "A," "B," "C," "D," or "E." The review of the literature of teacher effectiveness has led the writer to conclude that this item is useful, and that it should be kept in the form. A recommendation is made, however, that the "E" that is now used as the lowest grade for instructors, should be changed to an "F," so that the form will correspond to the student grading system.

The committee appointed to revise or replace the student evaluation of faculty form should have student members.

Several representative students, some instructors viewed by their students and peers as effective teachers, and some humanistic administrators and department heads who will judiciously protect the interests of all instructors and students, should be members of the committee to revise the form for student evaluation of faculty.

Opportunities for faculty and students to have open discussions concerning improvement of instruction should be planned.

Although the writer believes that students should have access to the results of the student evaluation of faculty, it does not appear that such a change in practice would be productive at this conservative institution at the present time. She believes that a gradual approach to openness, based on the mutual cooperation of faculty and students working together for improvement of instruction, would be more useful.

The writer believes that the student "grapevine" for informal evaluation of faculty is valid and reliable, and that it is just as useful to students as a formalized report of faculty ratings would be.

An ongoing program of inservice education for department heads and academic deans should be planned that will prepare them for their roles as leaders in community college education.

It appears that a majority of department heads tend to view themselves as subject matter experts rather than as educational leaders responsible for meeting the varied needs of students by their planning of the instructional program of their particular departments. Traditional assumptions and attitudes appear to be dominant forces in the decision making of department heads. In many cases it appears that department heads are not aware of the goals of community college education and are not informed of new methods and philosophies concerning community college instruction. Inservice education should encourage desired growth and change in department heads' behavior and attitudes.

A series of faculty workshops should be planned by the Department of Instructional Services

Faculty members should be encouraged to participate in a series of mini-courses or short programs concerned with the various topics dealing with the improvement of instruction and the related improvement of instructors' interpersonal skills. Emphasis should be placed on such areas as humanistic

approaches to education, new skills and methods of instruction, learning theory applied to community college instruction, and values clarification.

Goals and objectives for the improvement of instruction at Pensacola Junior College should be developed by the faculty and appropriate administrators, including department heads. The development of criteria for teaching effectiveness should be included in the goals and objectives of this project.

The College has no written criteria for the assessment of teacher effectiveness. It is apparent that such criteria are needed. The writer believes, however, that adequate criteria can be developed only when more research has been carried out on this campus, and when steps have been taken to "raise the consciousness" of administrators, department heads, and faculty concerning the need to improve instruction.

Teacher training programs should emphasize the importance of the development of humanistic teacher attitudes and behavior toward students.

This study, like many other studies concerned with teacher effectiveness, indicated that students consider the possession of humanistic traits and attitudes by teachers to be an important factor possessed by "good" teachers. It appears that teacher training programs and programs concerned with continuing education for teachers should emphasize the need for the development of humanistic attitudes and humanistic

concern for students. Courses in student personnel, in counseling, and in social work education should be required courses in teacher training programs. The writer believes that the Nova degree program for community college educators has emphasized a humanistic approach to education, and that other institutions might use this program as a model.

Findings in this study should be used to construct a criteria profile for instructors at Pensacola Junior College and comparable community colleges.

It seems reasonable to conclude that the findings in this study, which indicate the factors that students at Pensacola Junior College look for in teachers, are the criteria used by students in their selection of "good" instructors. Further, it is reasonable to assume that Pensacola Junior College, or any comparable community college, using these criteria in the selection of faculty, would be assured of the employment of instructional personnel acceptable to students.

A suggested criteria profile has been constructed and will be found in Appendix C.

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APPENDIX A

QUESTIONNAIRE

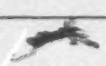
APPENDIX A

TO: Students at Pensacola Junior College

We know that students are interested in getting good teachers. When given an opportunity to choose their teachers, students will try to get the best teacher available. This research project is an attempt to find out more about the factors students look for as they try to select GOOD TEACHERS for the classes they take.

Please help by completing this form. DO NOT SIGN YOUR NAME. Give frank and honest answers and be as specific as you can.

If you are registering to take a class and you find that several different instructors are available, what factors do you look for in the instructors in order to decide which instructor you would rather have? In the space provided below, list <u>six</u> <u>factors</u> you look for in selecting an instructor.



APPENDIX B

TABLE 13

APPENDIX B

Table 13

Tabulation of All Factors Listed By Three Hundred and Forty-Five Students Who Were Asked to List the Factors They Look for When Trying to Select "Good" Teachers for their Classes, By Frequency

Factors Listed By Students	Number of Times Factor was Listed
Teacher is willing to help students	127
What other students say about the teacher	114
Teacher explains clearly so that students can understand	97
Teacher makes class interesting	93
Teacher cares about, and is interested in, students	67
Teacher knows the subject	67
Teacher is fair, impartial, and unprejudiced	64
Teacher understands, has good attitude toward students	60
Teacher respects students, is courteous and considerate	51
Teacher's personality	50
Teacher gets along well with students	49
Teacher is open, honest, and sincere	44
Course requirements are reasonable	43
Course is well organized and objectives are clear	41
Fairness in grading	40

Table 13 (continued)

Factors Listed By Students	Number of Times Factor was Listed
Methods of teaching (mentioned as a general factor)	39
"Hardness" or "easiness" of the teacher	37
Type of tests given	37
Hour the class meets	37
Teacher's interest in subject	36
Teacher's appearance and dress	35
Teacher's sense of humor	34
Type of grading system used	31
Class discussion and student involvement is encouraged	28
Teacher has good teaching skills	27
Teacher's clarity of speech	27
Teaching experience	27
Age of teacher	25
Teacher is friendly	23
Teacher is patient and kind-hearted	23
Teacher is strict when necessary and maintains students' respect	23
Teacher is thorough, sticks to subject	22
Tests are on material that has been covered	21
Teacher's enjoyment of teaching	20
Qualifications and competence of the teacher in his major field	19

Table 13 (continued)

Factors Listed By Students	Number of Times Factor was Listed
Teacher is flexible about attendance and other school policies	18
Sex of teacher	18
Teacher's intellectual and creative capacities	17
Teacher allows questions	16
Miscellaneous factors concerning organization of course and teaching methods (listed one or two times)	16
Teacher is pleasant and nice	15
Frequency of tests	15
Teacher's education	15
Teacher is good lecturer	15
Miscellaneous factors about testing and grading (listed one or two times each)	14
More than one approach to teaching is used	14
Flexible time schedule allows for individual differences among students	13
What teachers say about the teacher	13
Teacher's degrees	12
Material is up-to-date and related to the students' world	11
Teacher maintains an informal class atmosphere	11
Teacher establishes a good learning environment	10

Table 13 (continued)

Factors Listed By Students	Number of Times Factor was Listed
Miscellaneous personal attributes of teacher	8
Teacher's punctuality	8
Teacher gives encouragement	6
Teacher makes assignments clear	6
Teacher repeats explanations if necessary	5
Teacher is well prepared for class	5
What counselors say about the teacher	5
Teaching experience at the college	5
Colleges attended by the teacher	4
Other courses taught at the college	4
Teacher is reliable	3
Feedback given following tests	3
What the student knows about the teacher from a previous class or contact	3
Size of the class	3
Race of teacher	2
Teacher's rank	2
Geographic background of the teacher	1
Location of the class	1

APPENDIX C

A SUGGESTED CRITERIA PROFILE FOR INSTRUCTORS AT PENSACOLA JUNIOR COLLEGE

A SUGGESTED CRITERIA PROFILE FOR INSTRUCTORS AT PENSACOLA JUNIOR COLLEGE

The following items indicate the ideal profile factors suggested for observation of community college instructors.

1. Teacher is willing to help students.
2. Teacher is considered to be a "good" teacher by students, according to the campus "grapevine."
3. Teacher explains clearly so that students can understand.
4. Teacher makes class interesting.
5. Teacher cares about, and is interested in, students.
6. Teacher knows the subject.
7. Teacher is fair, impartial, and unprejudiced.
8. Teacher understands, has good attitude toward students.
9. Teacher respects students, is courteous and considerate.
10. Teacher has a good personality.
11. Teacher gets along well with students.
12. Teacher is open, honest, and sincere.
13. Teacher has reasonable course requirements.
14. Teacher's courses are well organized with clear objectives.
15. Teacher is fair in grading.

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